DOCUMENT RESUME

ED 281 312 EA 019 379

AUTHOR Haig, T. Josiha
TITLE Strategies for Instructional Leadership.
PUB DATE 20 Feb 87
NOTE 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Accountability; *Administrator Evaluation; Curriculum Development; Educational Change; Elementary Secondary Education; *Equal Education; Instructional Improvement; *Instructional Leadership; School Administration; *Staff Development
IDENTIFIERS *Program for Effective Teaching and Supervision

ABSTRACT

Beginning with the premise that all pupils can learn if given sufficient time and proper assistance, this paper discusses the efforts of East Orange Public School District (New Jersey) to develop a comprehensive system for improving school administrators' instructional leadership capabilities. The presentation's objectives are threefold: (1) identifying the organization's role in preparing administrators to focus on instruction; (2) delineating an inhouse staff development model designed for administrative, teaching, and office personnel; and (3) outlining an accountability process. East Orange uses the "total teaching act" embracing the Program for Effective Teaching and Supervision (PETS) in its renewed quest for educational excellence. The program is invaluable for encouraging educational changes related to greater learning expectancy and leadership competency. PETS also enables schools to analyze and diagnose teaching and learning arts and enhance teachers' decision-making skills. This paper identifies some curriculum objectives and several classroom variables significantly related to students' achievement, including prior knowledge, time on task, academic performance, and coverage of criterion relevant content. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281312

AASA CONVENTION -- February 20, 1987

STRATEGIES FOR INSTRUCTIONAL LEADERSHIP

T. Josiha Haig

East Orange School District

East Orange, New Jersey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Josiha Haig

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 019 379

AASA CONVENTION -- February 20, 1987

STRATEGIES FOR INSTRUCTIONAL LEADERSHIP

School administrators must have the necessary educational tools and the instructional methods consistent with the fundamental concept that all pupils can learn given sufficient time and proper assistance.

The presentation will focus on organizational (East Orange School District, East Orange, New Jersey) efforts to develop a comprehensive system for school site administrators to better manage and direct the process of teaching and learning, while at the same time strengthening the ability of teachers to facilitate the acts of teaching and learning.

The objective of the presentation is threefold:

1. Identifying the role of the organization in preparing administrators to focus on instruction.

That is through:

a) Leadership at the Central Office

- Adoption of a District-wide Instructional Model

b) Management Team Concept

(c) School board endorsement

c) Budget

d) State involement: Urban Initiative

2. Delineating an in-house staff development model which focuses on managing and directing instruction/learning for the following:

a) Senior Central Office Administrators

b) Instructional supervisors

c) Principals and assistant principals

d) Teachers

3. Delineating a process for holding administrators and teachers accountable for increasing the probability that students achieve learning objectives by instituting the following:

a) Site Visitations

b) Principals evaluation criteria (1985-86/1986-87)

c) Districtwide Inservices

OVERVIEW

CONTINUING THE MOVE TOWARD EXCELLENCE: EDUCATIONAL CHANGES RELATED TO GREATER LEARNING EXPECTANCY

The expanded role of principals has its origin dating back to 1976. For purpose of clarity, today's principal must serve as the instructional leader. That is, he/she has the responsibility for directing and managing the teaching/learning process of the school and maintaining an environment conducive to learning.

The difficulty in translating this expanded role in organizational terms has its challenges and frustrations. The administration of the East Orange School District has used a systemic approach. That is, in organizing for instruction we had to first of all relate the expanded role of the principal to the learning concept: All Students Can Learn, as well as the learning expectancy: Much Learning Is Expected From All Students.

Here is where we began to see the impact of a "new day" and the systematic infusion of organizational strategies attempting, in very delicate terms, to bring about behavioral changes within educational organizations.

How could we expect Much Learning To Occur From All, especially, when organizationally we were not equipped to bring about change? This is the challenge that we were faced with. We had to begin formalizing and crystallizing the concept of moving toward excellence. Here is where we had to begin understanding that excellence meant that all students can learn given sufficient time and proper assistance. The concept today is fast and slow learners---"not good and poor learners."

INSTRUCTIONAL MODEL(S) IN EAST ORANGE

The concept of the Total Teaching Act which embraces the Program for Effective Teaching and Supervision (PETS) could not have come at a better time as we sought to define the move toward excellence for East Orange.

In the East Orange School District, PETS is the official instructional model which has two purposes. First, it is instrumental in helping us begin to forge necessary educational tools that are relevant to educational changes related to greater learning expectancy. Secondly, we have developed the instructional and supervisory methods to make this expectation a reality. Remember, the fundamental concept that all students can learn given sufficient time and proper assistance is a powerful force generating demand for unprecedented changes in school leadership, programs, personnel, and performance.

PETS is our framework for effective teaching. It has also enabled us to develop the cause and effect relationship between teaching and learning.

Just as important, it enables us to analyze and diagnose the teaching and learning acts as well as provides us with a repertoire of skills which enhances the decision making of the teacher.

The expectation that all students can achieve mastery of the basic, common core of general knowledge is spurring efforts to specify and clarify learning goals for students. To achieve this end, our curriculum guides are tools which delineate in very clear terms curriculum objectives. They state a general curriculum goal expected to be achieved. Further, the instructional objectives are also stated. They delineate specific objectives that students will cover in order to meet the general curriculum goals. Writing of objectives causes the teacher to organize the learning material into orderly successive increments.

Finally, objectives state specific criteria so that goals can be recognized and achieved by the students and growth can be measured.

PETS has also provided us with the programmatic framework which causes us to, for example, organize instruction so that writing objectives is not a burden; rather, it assists with the instructional process. PETS also enables us to determine when objectives are written and for what purposes. In summary, it assists in forging necessary educational tools as we move into greater expectations for all of our students (ERA III).

Achievement Directed Leadership (ADL) is a program which embraces the concept that improving instruction and student achievement requires considerable commitment and planning.

As we now know, the commitment to improving achievement grows from the belief that all students can learn.

In substance, many school classroom variables are significantly related to students' achievement. Further, research indicates that many of these variables are interrelated aspects of effective classrooms. Several of these variables stand out as disproportionately important. Those significant variables have been identified as:

1. Prior Learning: Knowledge students have or gain that helps them learn new subject matter;
2. Student Engaged Time: The amount of time students spend learning assigned tasks;
3. Academic Performance: Students' success with daily learning tasks, mastery of curriculum

units and review of learned content; and

4. Coverage of Criterion Relevant Content: Students' opportunity to learn the content on which they will be tested.

In general, educational changes related to greater learning expectancy must focus on instruction and learning despite the fact that we are in the dawn of an era. To this end, all future organizational behavior will be designed to facilitate:

EDUCATIONAL CHANGES RELATED TO GREATER

LEARNING EXPECTANCY

INSTRUCTIONAL AND LEARNING

- o Focus on instructional goals and objectives
- o Implementation of learning climate and instructional factors based on effective schools and related research
- o Development and use of more appropriate measures of student learning
- o Development of effective ways to assist students needing additional time and instruction to achieve learning objectives
- o Parental involvement in the learning process

Finally, we will also assume the role of leadership as our state government and the public increasingly hold the East Orange School District responsible for improving student learning. We must hold central office administrators, individual school administrators and classroom teachers more accountable. Clearly the research recognizes that lasting changes occur in schools when the staff itself establishes expectations, identifies concepts, and notes patterns of behavior and standards of accountability.